

Bishopswood Infant School

Inspection report

Unique Reference Number	116035
Local Authority	Hampshire
Inspection number	379189
Inspection dates	29–30 September 2011
Reporting inspector	Michael Pye

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	167
Appropriate authority	The governing body
Chair	David Spencer (Acting)
Headteacher	Louise Rand
Date of previous school inspection	3–4 May 2007
School address	Barlows Road Tadley RG26 3NA
Telephone number	01189 812836
Fax number	01189 817782
Email address	adminoffice@bishopswood-inf.hants.sch.uk

Age group	4–7
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Introduction

This inspection was carried out by three additional inspectors. They observed 11 lessons, and visited two other part-lessons. A total of seven teachers were seen. Inspectors spoke to parents and carers and held meetings with members of the governing body, pupils and staff. The inspectors observed the school's work and looked at data relating to pupils' attainment and progress. The school's development plan, lesson and curriculum plans, governing body documentation, and school policies and procedures, particularly those relating to the health and safety and safeguarding of pupils, were scrutinised. Inspectors also looked at completed questionnaires returned by staff, pupils and those from 64 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- To what extent the school has been successful in reducing the gap in attainment between boys and girls, particularly in writing.
- What is the quality of leadership and management at all levels, particularly with regard to monitoring, evaluating and development planning?
- How well the pupils' literacy, numeracy, and information and communication technology (ICT) skills and knowledge are reinforced in other subjects.
- The extent to which teachers plan work that challenges pupils of different abilities and informs them about how they can improve their work.

Information about the school

Pupils in this infant school are predominantly White British. The largest minority ethnic group consists of pupils from Asian or Asian British–Bangladeshi backgrounds. Few children speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average. The main group consists of pupils with moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is below average. The Early Years Foundation Stage provision is provided through two Reception classes. The school has been recognised through the national Healthy School and Activemark awards. A high number of new teachers have joined the school this academic year. Currently, there is an acting Chair of the Governing Body.

A privately run breakfast and after-school club and a pre-school setting are situated on the school site. These are subject to separate inspections.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory standard of education. Care, guidance and support are good and a welcoming ethos exists. One parent echoed the views of others when writing, 'I feel that the school balances pastoral care and academic progress well.' Many aspects of the pupils' personal development are good. Pupils tell of feeling safe. The impact of the national awards can be seen in the pupils' good understanding of how to remain healthy. They participate in a wide range of sporting clubs and enjoy the various physical activities provided during break and lunchtimes. Pupils behave well. Their enjoyment of school is reflected by the positive response to the school's actions to improve attendance, which is above average. The pupils' spiritual, moral, social and cultural development is good; the 'family group' work promotes social development extremely well.

The children get off to a positive start in the good Early Years Foundation Stage. They achieve well and enter Year 1 with skills and knowledge at or above the expected levels. During Key Stage 1, pupils, including those with special educational needs and/or disabilities, make satisfactory progress, and in 2011 left at the end of Year 2 with average levels of attainment. Girls do better than boys in writing. This reflects the overall satisfactory levels of teaching. However, there is evidence of improving levels of teaching with almost half of lessons observed during the inspection being judged good. Relationships within lessons are very positive with the pupils willing to engage and give of their views. There are inconsistencies in the degree to which teachers plan work that challenges pupils of different abilities and in the quality of teachers' ongoing assessment skills. Consequently, not all pupils are sufficiently challenged and opportunities are missed to change the direction and pace of the lesson to further test pupils' knowledge and skills. Marking gives pupils a clear idea of how to improve their work but there is little evidence of pupils being given time to reflect and respond to any comments.

The satisfactory curriculum is under review. New books and topics such as 'Heroes and Villains' have been introduced to appeal to boys. However, while the different performance of boys and girls in writing has reduced, there is still more to do to close the gap.

The headteacher has developed the senior leadership team well. They are fully involved in monitoring their area of responsibility and use a good range of strategies. Rigorous monitoring through regular pupils' progress meetings enables the school to quickly identify those who require additional support. As a consequence of this monitoring, the school's self-evaluation is accurate and leads to relevant

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development objectives being identified. At the whole-school level, detailed development planning shows a very clear commitment to improving the attainment and progress of pupils in English and mathematics. Such planning is underdeveloped in other subject areas. Action planning at the subject level has shortcomings; some monitoring is insufficiently rigorous and consequently development objectives are too general and the impact of any changes introduced is difficult to identify. Furthermore, subject action plans do not show clearly enough how they support the priorities identified in the whole-school development plan. The governing body carries out its statutory duties and makes a satisfactory contribution to school development. These factors, balanced with improvements to the quality of teaching, attendance and pupils' progress, reflect a satisfactory capacity to sustain improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the attainment and progress of pupils through eradicating the inconsistencies in teaching by ensuring that all teachers:
 - plan learning that challenges pupils of different abilities
 - use ongoing assessment to ensure that pupils are constantly challenged
 - use time more productively to ensure that all pupils are consistently challenged
 - give time for pupils to reflect on their learning and to respond to teachers' comments in marking.
- Sharpen the skills of subject leaders through ensuring that:
 - as a result of rigorous monitoring, they gain a detailed knowledge of the attainment and progress of pupils in their subject area across the school
 - when writing development plans, they use success criteria which allow them to more easily measure the impact of any actions taken
 - action plans are developed that show clearly where their subject supports the priorities identified in the whole-school development plan.
- Improve the curriculum so that it maximises the opportunities for pupils, particularly boys, to practise and develop their writing skills in all subject areas.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy their learning and achieve satisfactorily. This was seen in a Year 1 design and technology lesson where pupils responded positively and showed enjoyment when using 'toy shop' resources to investigate materials. A Year 2 mathematics lesson saw pupils very attentive to the teacher's introductory session

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and eager to answer questions. Pupils enjoy responsibility, such as charity fund-raising, and school councillors take some meaningful decisions about school life. However, opportunities are missed to further involve pupils in contributing to the school and wider community.

Attainment in 2010 was well above average but dipped in 2011 to average levels. This was mainly due to the satisfactory level of boys’ writing. However, given their starting points, this constituted satisfactory progress for pupils, including those from minority ethnic groups and those few for whom English is an additional language. Data and current work confirm a picture of average attainment and satisfactory progress. The level of basic skills indicates that pupils are satisfactorily prepared for their future education.

Pupils show respect for each other, and have a good understanding of right from wrong. They know how to respond in different social occasions such as in the dining room or in assembly. Pupils have a good understanding of different cultures, and readily explain aspects of life in, for example, Spain and Italy.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers use a good range of resources to focus pupils’ attention in lessons. For example, in a Year 1 mathematics lesson, pupils used ‘worm’ drawings to aid their understanding of number sequences. The interactive whiteboards (IWB) are used well to motivate pupils and lend pace to lessons. A Year 2 English lesson saw the

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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IWB being used to illustrate the lesson objective and prompt pupils to consider how to improve their story. Teachers have secure subject knowledge and use it well to model answers and techniques for pupils. Inconsistencies exist with regard to the extent to which all teachers plan challenging work for pupils of different abilities, in the use of time and ongoing assessment to further extend pupils.

It is too early to see the full impact of the curriculum changes introduced. Links between subjects are developing but there is room for further development, particularly regarding pupils’ use of their numeracy and literacy skills in all subjects. Pupils have good opportunities to use laptops when researching topics such as the Great Fire of London. The level of their ICT work is insufficiently tracked to ensure that these skills are challenged progressively in subjects across the curriculum. Pupils attend in good numbers to the ‘Art Attack’, ‘Mad Scientist’ and various sports clubs on offer. External ‘Welly Walks’ are used well to support learning, such as in a Year 1 mathematics lesson. The monitoring of the impact of any changes to the curriculum, for example, on the attainment and progress of boys in writing, is underdeveloped. Pupils tell of their enjoyment of the various theme days on offer.

The school’s rigorous assessment system helps identify and support the emotional well-being and safety of those who face difficult circumstances. Staff can provide numerous good examples of where their actions have contributed to the dismantling of barriers to learning for pupils facing such difficulties. Pupils know who to go to for support. Very good opportunities are taken to reinforce the pupils’ knowledge of how to stay safe and keep healthy through various curriculum activities, for example, internet safety. Pupil case studies show the school is not reluctant to seek external support and guidance where necessary, although there is a need for a clearer tracking sheet of actions to be adopted so as to provide an overview of events. A parent summed up the views of others when writing, ‘The school has been good in nurturing my child’s confidence and she has done well in all areas.’ Secure support and guidance procedures are in place for those pupils with special educational needs and/or disabilities. Procedures for encouraging good attendance are very secure and effective. Transition in and out of the school is well organised and praised by parents and carers.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

A vision has been established and shared based around two objectives; improving pupils’ progress alongside the social and personal development of the child. Improvement is being driven by a determined headteacher, ably assisted by her deputy. Their impact is best seen in the pupils’ progress meetings, improving attendance and the setting of challenging targets for the future. The evaluation of teaching is bringing improvement, but inconsistencies between teachers remain. Also, lesson monitoring is insufficiently focused on the quality of learning, particularly of different pupil groups. A regular cycle of monitoring is embedded. However, subject leaders are not all equipped with the necessary skills and knowledge to allow them to maximise their monitoring and evaluating roles. Safeguarding procedures meet statutory requirements. The school has detailed risk assessments in place and a range of well-applied policies ensure pupils feel safe at school. The satisfactory governing body has sound systems in place to oversee these policies along with health and safety and other child protection aspects. There are a number of vacancies for governors, which means that, currently, visits into school fall on a small number of individual members, and the strategic involvement of governors is not maximised. Equality of opportunity is satisfactory, although the gap in attainment and progress in literacy between girls and boys remains. The school provides satisfactory value for money.

Partnerships, such as with local businesses, are satisfactory but have yet to have a full impact on pupil outcomes. There are productive links with the local cluster of schools which result in some good staff training opportunities and healthy living initiatives. Satisfactory links with parents and carers exist, with the school using newsletters and modern technology to enhance communication. While workshops have taken place and some curriculum information goes home to parents and carers, there is insufficient information sent home about how they can support their children’s learning. The school knows its local community well. However, there are only embryonic links with other contrasting schools in the United Kingdom and abroad, and hence the promotion of community cohesion is satisfactory.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3

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The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage provides a good education for the children. They enter Reception with skills and knowledge that are broadly as expected. However, there are weaknesses in aspects of the children’s literacy and numeracy skills. Good teaching and the children’s positive attitudes contribute to them achieving well. The majority leave Reception having met or exceeded the expected levels in the various areas of learning. The children benefit well from adults who know when to intervene and when to leave them to learn through their self- chosen activities. Teachers and assistants use good open questioning to challenge the children. Children show respect for each other and for the resources. For example, in one session, they shared well when playing with water, sand, dough and building blocks. The children respond enthusiastically and enjoy their outdoor learning. The children learn how to keep safe and live healthily; currently, a focus of the learning sessions is vegetables. Children showed interest when examining beans using a magnifying glass. They showed surprise, excitement and wonder when peeling back a runner bean to show the different colours. The curriculum provides a good range of activities with a good balance of adult- and child-initiated learning. The good social and personal development of the children was seen when they led a harvest festival celebration in front of a well-attended parent assembly.

The internal environment is stimulating and the external area has been very well developed since the last inspection. Teachers’ planning, however, does not adequately show the learning expected of the children in this outdoor area. The care, support and guidance is very good, with the children already well settled as a consequence of a thorough programme of induction. One parent wrote, ‘I must say that the induction days and home visits were excellent.’ Leadership is good and has brought improvement in assessment and the tracking of the children’s progress. A thorough cycle of monitoring and self-evaluation is in place.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

The number of questionnaires returned was around that expected for a school of this size. The very large majority of parents and carers who responded feel their child enjoys school. A similar proportion are happy with their child's experience at Bishopswood Infants. A very small minority of parents and carers had concerns about the rate of progress of their child. Inspectors judged progress to be satisfactory. A few parents and carers who completed the questionnaire expressed a concern over leadership. Inspectors judged leadership and management to be satisfactory, and identified some improvement points. A few parents and carers had concerns about whether the school acted upon their suggestions. The school pointed to examples of how they have acted upon suggestions. Inspectors judged links with parents and carers to be sound, although there are shortcomings in the information sent home which would allow parents and carers to support their child's learning.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bishopswood Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 167 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	53	26	41	3	5	0	0
The school keeps my child safe	36	56	22	34	3	5	0	0
The school informs me about my child’s progress	19	30	36	56	3	5	1	2
My child is making enough progress at this school	19	30	33	52	4	6	1	2
The teaching is good at this school	26	41	31	48	1	2	0	0
The school helps me to support my child’s learning	26	41	30	47	3	5	0	0
The school helps my child to have a healthy lifestyle	36	56	23	36	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	36	28	44	5	8	0	0
The school meets my child’s particular needs	23	36	29	45	4	6	0	0
The school deals effectively with unacceptable behaviour	19	30	31	48	2	3	2	3
The school takes account of my suggestions and concerns	19	30	30	47	4	6	3	5
The school is led and managed effectively	18	28	30	47	4	6	4	6
Overall, I am happy with my child’s experience at this school	29	45	27	42	2	3	2	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

3 October 2011

Dear Pupils



Inspection of Bishopswood Infant School, Tadley, RG26 3NA

You may remember our recent visit. You were eager to tell us about your school and we listened carefully to what you told us. We believe yours is a satisfactory school. This means that it does some things well and that there are other things it could do better. The children in the Reception classes progress well and get off to a good start. They obviously enjoy the lovely outdoor area!

We liked the way you told us that you feel safe. You have a good idea about how to stay healthy. We are very pleased that many of you behave well and are attending regularly. Well done! You trust the adults and know that your views will be listened to. You show respect for each other and have a good knowledge of the lives of other people. You have a good understanding of what is right and wrong and are caring about other people both in school and around the world.

Teaching is satisfactory. We especially liked the good relationships within lessons and the way you use the interactive whiteboards. We have asked that all your teachers plan work that challenges you to think hard and to make the best use of time to ensure that you do your best. All of you can help by telling your teachers when you find the work too difficult or too easy. We have asked that they give you time to read and act upon their comments in marking. You told us that you enjoy the various activities the school provides. You obviously enjoy the Art Attack club!

Boys do not do as well as girls when writing. The school has bought books and introduced topics which have more appeal to boys. We have asked that you get more opportunity to practise your writing in all subjects. We especially liked that the care and support you are shown is so good. Those of you who find learning difficult are helped by the adults to improve your work. All of the adults want things to improve even more. We have asked the school to make sure that all the adults who lead subject areas have the necessary skills and understanding about how to plan future developments. Also, that they know how to judge what the effect is of any changes they introduce, and how their subject supports the development of the whole school.

Thank you again and I wish you all the best for the future.

Yours sincerely
Michael Pye
Lead Inspector

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